DOCUMENT RESUME

ED 144 549 IR 005 032

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TITLE The Variables of Capacity Building: A Process Design Action Research Report.
PUB DATE May 77
NOTE 87p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Personnel; *Information Dissemination; Information Needs; *Information Services; Matrices; *Program Evaluation; *School Districts; Teachers
IDENTIFIERS *Connecticut

ABSTRACT

Connecticut established a program of field agents in 1976 to link information resource bases and educational practitioners. All school districts in the state were served. The linkage involved sorting, storing, analyzing, packaging, and delivering information. The field agents concentrated on clients' perceived needs. The program was evaluated according to a matrix of the following variables: (1) client identification--teacher, administrator or other; (2) type of request; (3) hours spent; (4) dissemination functions--skills, promotion, supportive activities; (5) assessment functions-- negotiation, catalyst, needs sensing; (6) installation functions-- selecting resources, linkage, consultative services; and (7) impact on teacher or administrator, and time lapse before impact on students. A narrative evaluation was compiled of clients' perceptions of services based on questionnaire written responses. Teacher-client and administrator-client case studies, as well as graphs and tally tables, are included. (XP)

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THE VARIABLES OF CAPACITY BUILDING: A PROCESS DESIGN

ACTION RESEARCH REPORT

by

CAROLYN NILSON

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AREA COOPERATIVE EDUCATIONAL SERVICES
NEW HAVEN, CONNECTICUT
MAY, 1977

IR 005 032

The Variables of Capacity Building: A Process Design

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THE VARIABLES OF CAPACITY BUILDING: A PROCESS DESIGN

Action Research Report

By

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Area Cooperative Educational Services
New Haven, Connecticut

May 1977

Introduction

In January, 1976, The National Institute of Education funded Connecticut to establish field agents to develop a statewide capacity for information utilization. This was an attempt to associate a human link between the resource base and the educational practicioner, an effort at refining the art of problem definition and choosing appropriate resources.

Marginality and overload were givens in the Connecticut setting. All school districts in the state were to be served. Linkage involved sorting, storing, analyzing, packaging and delivering information - a considerable amount of concern for the product before it was placed in a client school district. After the client received the information, he/she was given varying kinds and amounts of "process" assistance with groups in the district who would be responsible for creating the implementation network.

There was no one consistent format for needs assessment or any uniform timetable for installation of change. Rather, the Connecticut Capacity-Building Project interacted with clients at many different

points in their readiness for change. The field agent typically became involved with a client after a management plan had been prepared, that is, after money had been budgeted, committees set in motion, time-lines laid out. The field agent was clearly perceived as a third party, not an integral part of the decision-making process.

In the service of an identified need, there was very little attempt to deal with why the client was driven to seek help. That is, no attempt was made to correct negative motivators such as declining test scores, political pressure groups, contract difficulties, or lack of money. The focus was, rather, to accept the need articulated by the client, and to provide information addressed to that need.

To be sure, the field agent has to be sensitive and synthesizing. The best field agentry occurs within a comprehensive context from which the field agent can quickly extract the significant parameters of a problem or reach key facilitators by the presentation of assembled information. Understanding the client's context, including knowing that there were negative motivators, was important; but concentrating on the perceived need and not the cause of the need was the best way of coping with the marginality and the overload charactistics of the situation.

The purpose of this report is twofold: (1) to find out ways during the first year of the project in which school districts improved educational practice through information utilization, and (2) to identify successful skills employed by the field agent in service of a client. We are attempting to find some clues to successful capacity-building.

Quantitative items can be measured:

a) the capacity of an LEA to be an information seeker, i.e., number of requests for information

b) cost savings

c) number or variety of persons affected by the information

d) hours spent related to switftness of adoption of change

Qualitative concerns can be measured:

e) overcoming obstacles that impede information use at LEA level

f) adoption of change related to field agents's intensity of skill used

g) determining the right mix of dissemination, assessment, and installation functions

h) sign posts which tell when a field agent can securely withdraw from service

The matrix contains elements which comprise the relationships between field agent (Information Service Specialist - ISS) and client.* The matrix (pp 22-27) consists of 72 documented services performed during calendar year 1976. They are typical of the total services rendered during that time. The data collected is from the work of the field agent operating in the New Haven area of Connecticut employed by Area Cooperative Educational Services.

*Other variables impinging on the delivery system, and consequent capacity-building, include project management and leadership, and the data base itself. These two variables will be only of secondary interest to this study.

Client Categories

During the 10 months of the study, the field agent responded to 201 requests for information services. The figure at right indicates the proportion of services rendered.

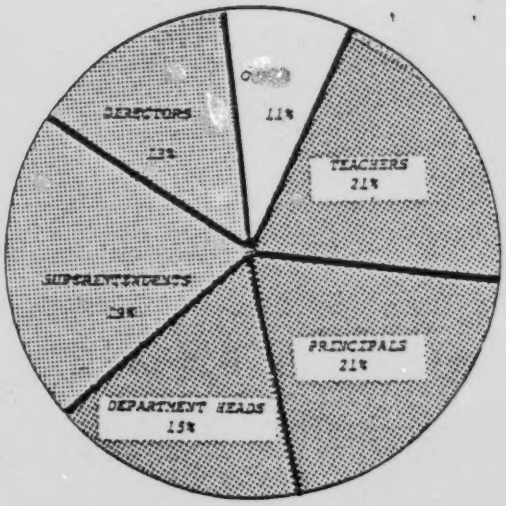


Figure 1

The matrix identifies clients according to position within a school district. Districts are assigned numbers in priority according to the number of occasions for service. For example, client # 3.10 comes from Orange, the LEA in which the third most number of occasions for service was performed. He is the superintendent of that district. Client # 3.30 would be a principal in that same district. The key to client identification is below:

NUMERICAL KEY FOR INFORMATION SERVICE SPECIALIST EVALUATION STUDY

organization key

1 East Haven
2 Amity, Regional District #5
3 Orange
4 North Haven
5 New Haven

6 Durham-Middlefield, Regional District #13
7 Woodbridge
8 West Haven
9 North Branford
10 Wolcott

11 Meriden
12 Bethany
13 Hamden
14 Derby
15 Naugatuck

16 Middletown
17 Beacon Falls-Prospect, Regional District #16

18 Wallingford
19 Seymour
20 Milford

21 Cheshire
22 Branford
23 Oxford
24 Waterbury
25 Ansonia

26 - 30 non-ACES LEA's

31 ACES Programs
32 Connecticut State Department of Education

position of respondent key

.10 superintendent, assistant superintendent
.20 director, district coordinator, central office position
.30 principal, assistant principal, vice principal
.40 department head, guidance counselor, librarian
.50 teacher
.60 parent
.70 board member
.80 other (business person, community person, graduate student)

Functions of Field Agentry

The functions of field agentry were organized into three major categories: dissemination, assessment, and installation. Skills were identified within each major category. At the time of service, the field agent indicated on a log which skill was used, and a judgment was made regarding the intensity of that skill. The field agent's judgmental analysis of skills employed is recorded in the top row of 4 boxes on the matrix (left = high; right = low.) The client served indicated his/her perception of the field agent on the evaluation form. Those perceptions are recorded on the bottom row of boxes (left = high , right = low.) Comparisons can thus be made within each of the 72 sample services.

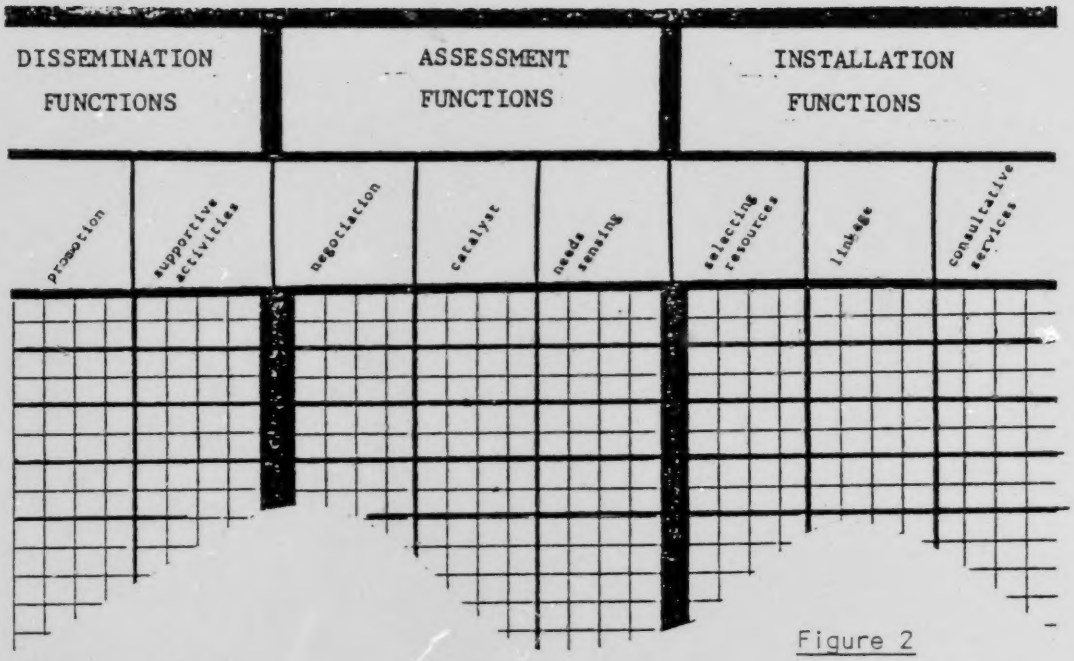


Figure 2

During the field agent's tally of skills, she recorded 666 different occasions for using the 8 identified skills. An analysis of this data shows the 49% of the skills were employed in installation functions, 29% in assessment functions, and 22% in dissemination function. Following is a list of tasks actually performed. An attempt was made to categorize these functions of field agentry for purposes of this study.

EXAMPLES OF CAPACITY-BUILDING SKILLS EMPLOYED BY THE INFORMATION SERVICE SPECIALIST

promotion: explain and describe services to individuals or groups

supportive activities: xerox materials, telephone on behalf of client, package and collate materials for committee meetings

negotiation: clarify statement of need, delimit and re-structure parameters of need

catalyst, group dynamics: provide resources at meetings, encourage participation of each group member, facilitate decision-making

needs sensing: listen to, observe, and analyze personal interactions among committee members; dialogue after negotiation to assess additional needs

selecting, transforming resources: read and mark journals, searches, ephemeral sources; choose books, contact human resources read fiche, reduce data

linkage: prepare assembled information for maximal impact; determine and support LEA netowrk of gate keepers, implementers, and change agents; deliver information

consultative services: exercise judgment regarding specific solutions to identified problems, choose solutions from personal experience, alter information products to meet immediate LEA need, present solutions to decision-makers

Within the total universe of skills employed, the graphs indicate the frequency of use of the 8 skills.

DISTRIBUTION OF SKILL FREQUENCY
WITHIN 3 MAJOR JOB FUNCTIONS

(n=666)

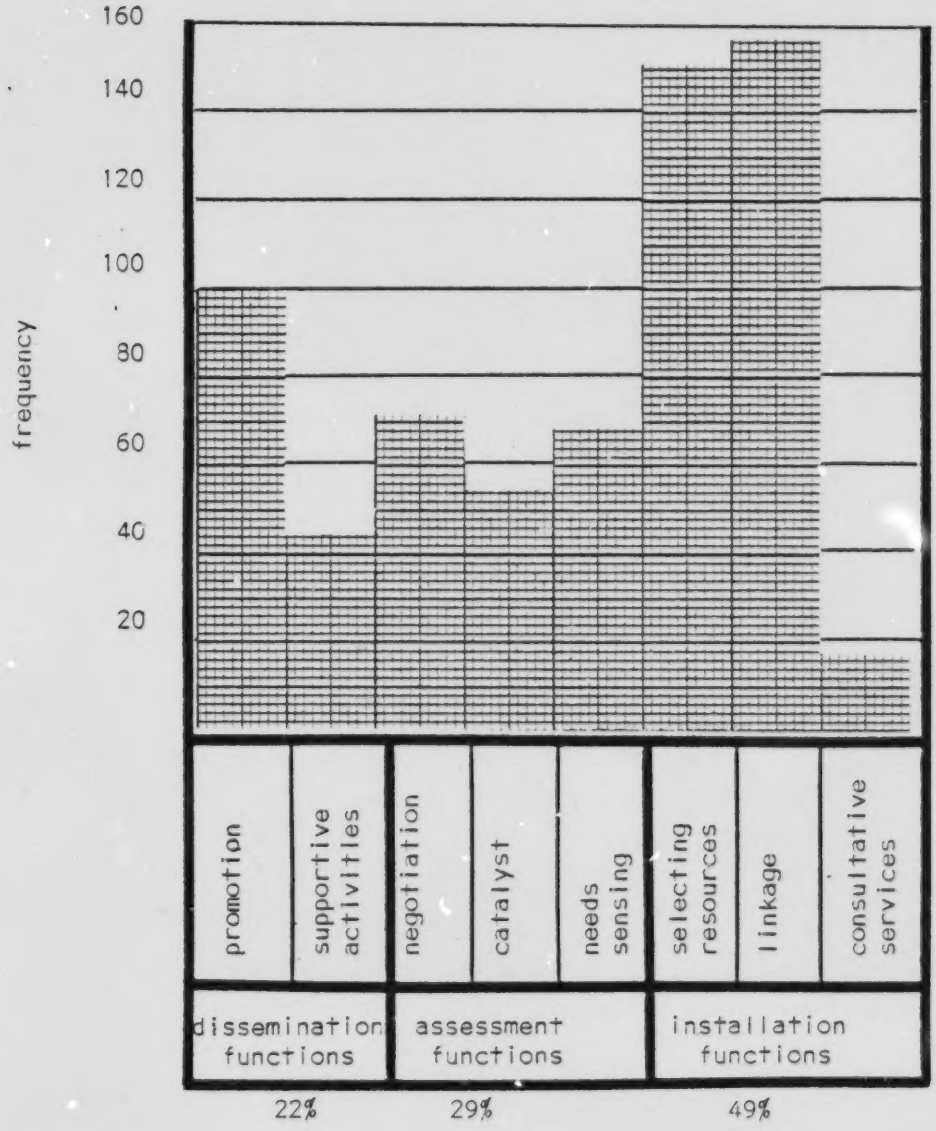
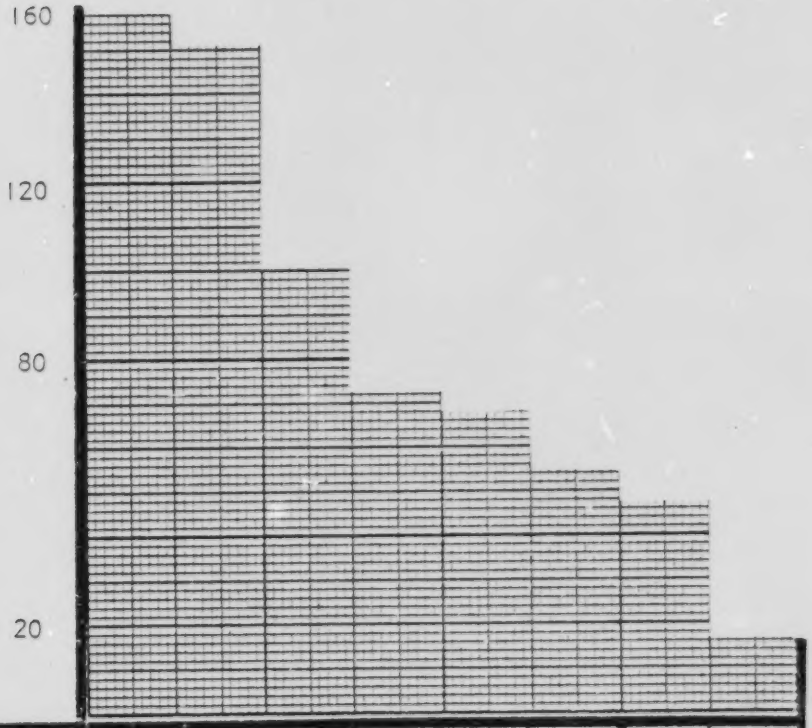


Figure 3

PRIORITY DISTRIBUTION
OF ISS SKILLS

(n=666)



dissemination functions			promotion				support. act.	
assessment functions				negotiation	needs sensing	analysis		
installation functions	linkage	select resources						consult.

Figure 4

Tally of 155 skills used

1 Promotion	𝍸 𝍸 𝍸

Skill Usage

The following chart indicates differences in the way the field agent was used by different clients, the teacher and the administrator. particularly instructive is the second skill in each column. For the administrator, having a neutral and non-threatening third party helper, "consultative services," was important. For the teacher, having access to resources, "selecting, transforming resources," was important. These data reflect, perhaps, a harried superintendency and a teaching profession tied to classrooms which lack resources for their own professional development.

ISS SKILLS IDENTIFIED, IN PRIORITY ORDER OF USAGE

TEACHER-CLIENT	*Average of All Clients (student, parent, teacher, department head, principal, administrator, board)*	*ADMINISTRATOR-CLIENT*
linkage, transmission, integration	*linkage, transmission, integration*	*linkage, transmission, integration*
selecting, transforming resources	*selecting, transforming resources*	*consultative services*
needs sensing	*promotion*	*needs sensing*
catalyst, group dynamics	*negotiation*	*negotiation*
supportive activities	*needs sensing*	*selecting, transforming resources*
negotiation	*catalyst, group dynamics*	*promotion*
promotion	*supportive activities*	*catalyst, group dynamics*
consultative services	*consultative services*	*supportive activities*

OBSTACLES TO INFORMATION UTILIZATION

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
_____definitely yes _____probably _____not necessary _____no

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center?_____

_____

16. Do you feel that your system is in a position to consider subscription to ERC?

_____

Three questions were included on the questionnaire to allow respondents to offer criticisms and suggestions for improvement of ERC services. Of 42 responses, 21 were complimentary of services rendered by the ERC: appreciation was expressed for both the excellent resource of information and the service capacity of the ERC.

The remaining 21 responses offered suggestions for improvement of service. The most frequent need expressed (8 respondents) was for more printed information about ERC and ACES services. Superintendents, principals and teachers all expressed this need. The second most frequent problem cited (5 respondents) was lack of money at the LEA, and lack of financial commitment at the LEA level. One person felt the ERC needed more microfiche readers to accommodate walkin trade.

Of particular concern to the Information Service Specialist are the 3 comments that indicated the search product delivered had either too much or too little appropriate information suggesting that the negotiation process could have been more refined. Four comments concern the need for help in implementation of an adopted change, or concern the need for follow-up work.

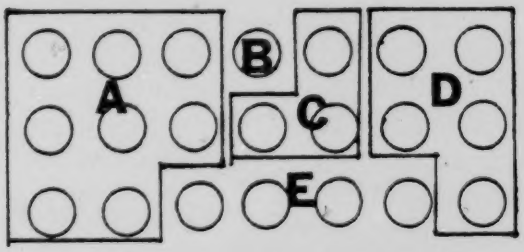


Figure 6

OBSTACLES TO INFORMATION UTILIZATION
21 constructive criticisms

A lack of printed materials
B lack of microfiche reader
C incomplete negotiation
D no money
E poor implementation service

SUBJECTS OF 10 MOST SIGNIFICANT CONCERNS IN 1976

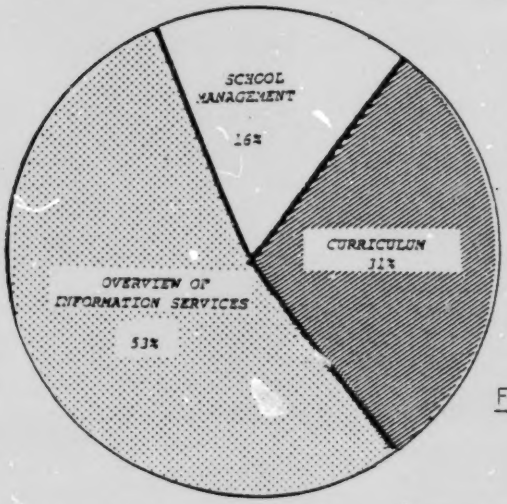


Figure 7

Types of information services requested during the first ten months of the Connecticut Capacity-Building grant from N.I.E. were generally grouped into 3 categories: overview of information services (53%), curriculum (31%), and school management (16%).

The Table below indicates the top 5 priority concerns in curriculum and management.

	CURRICULUM	MANAGEMENT
1st	Language Arts	Testing, Report Cards
2nd	Career and Vocational Education	High School Attendance, Attitudes
3rd	Social Studies	Public Relations
4th	Science Special Education Pre-School Curriculum	Staffing
5th	Curriculum for Gifted	Teacher Evaluation

Clients' Perceptions of Service

The following pages document clients' written indications about the influence of the ISS service. These comments by clients represent only the "tip of the iceberg," and could be seen as indicative of a trend in provision of service.

Narrative comments received from some typical respondents indicate their new levels of ability in solving their own problems and their increased awareness of the possibilities for growth by affiliation with the Educational Resources Center. The following remarks were made by educators in ACES' area school districts:

Superintendent: From the documents secured with the help, our Career Education Curriculum Committee is functioning more efficiently as is our Language Curriculum Committee. The end product will make major improvement in the program offering for students...
Assistant Superintendent: The cooperation of the field agent was excellent. The efficiency of utilizing the service is obvious and the time and dollar savings make the service quite important to us...
Director: The field agent listens well and responds with relevance. I feel sure that we would not have been able to use the Resource Center as effectively if we had not had these services available to us...
Principal: The field agent helped us greatly to narrow our needs in relation to our objectives, and also provided us with a good deal of raw data and basic resource material...
Vice-Principal: Two areas that have been of the most benefit to me would be 1) the help in bringing the issues into clearer focus, and 2) the movement which is attributable to my having worked with the field agent...
Department Head: This information has provided direction to our efforts at a Social Studies revision K-12 and will benefit these students when our efforts are completed. Our committee of 8 members would have spent many hours communicating and researching the same kind of information...
Teacher: Eventually a committee will draw up a curriculum guide based on our goals. ERC was very helpful. I'm not sure we would have written our goals without the information we obtained there.

As can be seen from the responses to question #15 (pp.13-16), clients want more printed information about ACES, the ERC, and information services in general. One respondent, an elementary school principal, summed it up by saying that he saw the Information Service Specialist as a "strong agent for ACES' role as a help to individuals and school systems." Page 17 contains a list of groups which respondents were willing to say were influenced by the service rendered, a kind of network of documented, proven effectiveness.

Responses To Question #15 "What suggestions and criticisms can you offer about the services provided by the Educational Resources Center?"

1.40
K-12
More printed data should be sent to schools!

1.41
L-12
Catalog or summation of resource material according to objective or subjective presentation.

1.50
K-12
Make your services more widely known.

2.10
Regional District
7-12
Has been very helpful.

2.30
Regional District
7-12
I'm happy with the service.

2.51
Regional District
7-12
Need more microfiche readers.

3.10
K-6
Excellent information services.

3.11
K-6
In general, we in this district feel that the service is outstanding. What is needed is more intensive service in relation to the adoption and implementation of a program.

3.30
K-6
A yearly handbook listing all your service would be great!

3.51
K-6
Excellent

3.53
K-6
They be made more available to staff members through pamphlets etc. Not enough people are aware.

3.54
K-6
I believe that the Educational Resources Center will be beneficial to any school system for curriculum planning and improvement.

4.20
K-12
This is not a direct criticism. I need to stay in contact with Mrs. Nilson in order to ascertain what impact she has made in this district.

4.31
K-12
A couple of the studies were incomplete.

4.32
K-12
I have not had sufficient time to follow up on my project. Because of that this is not a completely fair appraisal of Mrs. Nilson's service. In time, I should be able to make a better assessment.

4.60
K-12
I was impressed with Mrs. Nilson's efficiency and perception. From an informal meeting, she identified our needs and followed up with pertinent information.

5.40
K-12
There is a need for a greater dissemination of information on how you can be of some help to education in our district. Your work sheets indicate 14 contacts in this district. I believe this is too few.

I feel that there must be a need expressed by the educators. They must first become more aware of your services and then evaluate the situation. I think the answer is "Yes" in either case before or after further information. However, they will use the service if they are aware of it.

6.10
Regional District
K-12
None - quite good.

6.60
Regional District
K-12
Marvelous facility! Talented staff! Thank you so very much. Much more printed materials needed

9.31
K-12
The report received had some additional information to what I already had, programs in progress at other schools.

9.32
K-12
I have only been on the job 3 months, and I still don't know fully what my system's involvement is in ACES - i.e., what services are we entitled to? There should be an orientation for new administrators.

11.10
K-12
The cooperatin was excellent.

12.10
K-6
None. I found the service excellent and most helpful.

12.11
K-6
None, found everyone very helpful.

12.50
K-6
Everyone was most helpful. Thank you.

14.30
K-12
Miss Nilson is a very capable person in her present position. The makeup of this district however prevents us from further utilizing her services. The request for low readability reading materials was handled well by her. We did not use the info collected because teacher and guidance person thought it inappropriate. This was probably due to our not giving her enough information at the time of the original request.

16.10
K-12
We are very new, however initial response is good. "Turn around time" has been excellent.

24.30
K-12
Everything was adequate as far as I was concerned.

27.30
Regional District
K-8
None at this time. I very much appreciated the help and courtesy.

19.53
K-12
My impression was that the center is lacking in information in the field of Home Economics. Beaause of the limited resources I really couldn't find it too useful.

10.20
K-12

Just wish I had known about this service sooner!

5.40
K-12
I thought it was very useful. I wished that more materials could be available(duplicated) at less cost.

10.30
K-12
Possibly a single card on ACES hours for utilization.

RESPONDENTS' INDICATION OF ISS IMPACT ON GROUPS IN ACES AREA

February, 1976 - December, 1976

Amity Regional 5	Board Advisory Committee
Amity Regional 5	Junior and High School Faculty
Amity Regional 5	English Department
Amity Regional 5	Science Curriculum Committee
Beacon Falls-Prospect Reg. 16	Board Curriculum Committee
Bethany	Career Education Committee
Bethany	Language Committee
Bethel	Social Studies Revision Committee
Branford	Administrators Council
Durham-Middlefield Reg. 13	Board of Education
East Haven	Board of Education
East Haven	Administrators Council
East Haven	Revision Committee
East Haven	Mathematics Curriculum Revision Committee
Greenwich	Media Workshop Planning Committee
Meriden	Board of Education
Meriden	Administrators Council
Meriden	Alternate School Task Force
Meriden	Meriden City Agencies
Middletown	Report Card Committee
Naugatuck	Career Education Committee
New Haven	Special Education Steering Committee
New Haven	Special Education Advisory Committee
New Haven	Special Education In-Service Committee
New Haven	Learning Co-Op Board of Directors
New Haven	Headstart Handicapped Committee
North Branford	Board of Education
North Branford	PTO Committee on Volunteers
North Branford	Right to Read Task Force
North Haven	Pre-School Right To Read
North Haven	Testing Task Force
North Haven	Language Arts Task Force
North Haven	Social Studies Task Force
Orange	Language Arts Sub Committee
Orange	Social Studies Sub Committee
Orange	Central Curriculum Council
Orange	Summer Language Arts Committee
Orange	Board of Education
Redding	Board of Education
Seymour	Pre-Voc Committee
Wallingford	Board of Education
Waterbury	Social Studies Curriculum Committee
West Haven	Graduate School (SCSC) Special Education Class
Wolcott	Wakelee School Faculty
Wolcott	Planning and Placement Team

Design for Data Analysis

Matrix Presentation of Skill Analysis and Comparison

Data assembled on this matrix can provide clues to successful field agentry and increased local capacity for information utilization. It must be underscored that, by design, this project deals with both overload and marginality, that is, all types of information needs were addressed, and all levels of clients were served. At some point, the field agent withdrew from the scene of the need, presumably leaving the client in a stronger position to solve his/her own problem. It could realistically be said that most information service occurs under these circumstances.

This study attempts to present data about the nature of the interaction between client and service agent, in Connecticut called the ISS, Information Service Specialist. The basic unit of presentation is the eight-square cell, on which is recorded the ISS perception of service rendered adjacent to the client perception of service rendered.

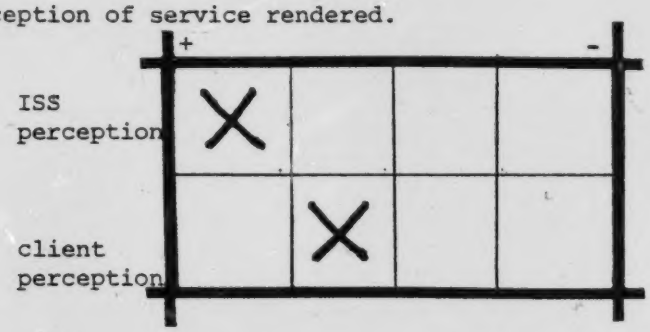


Figure 8

A mark (X) in either box on the far left would indicate maximum or positive service; a mark (X) in either box on the far right would indicate minimum or negative service. The sample above indicates that the ISS thought she rendered a highly intense service in, for example, "needs sensing." The client, on the other hand, did not perceive it as positively as the ISS, perhaps checking only "adequate" as a response to item #2 on the evaluation form. (Note: ISS log and client evaluation form are in APPENDIX.)

2. Was the Information Service Specialist's perception of your information need:

___ right on target ✓ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

The matrix attempts to coordinate these two points of view, ISS and client, and present them in terms of the three major functions of the ACES' capacity-building linker agent project: dissemination, assessment, and installation.

A sample is presented below. The horizontal lines through the squares mean that when the ISS recorded the skills she employed at the time of service, she did not think, for example, that she was using any "negotiation" skills; yet the client indicated that she was "very helpful" in assisting him to "focus " his problem. Noting the inconsistencies between ISS and client perceptions is one way to begin to see which skills were successfully employed and where additional effort is needed(e.g., publications support, training in group dynamics, awareness of the expanding resource base, etc.)

Figure 9

Directors			DISSEMINATION FUNCTIONS		ASSESSMENT FUNCTIONS			INSTALLATION FUNCTIONS			IMPACT DATA				
											who?		when on students?		
client i.d.	TYPE OF REQUEST m = management concerns c = curriculum concerns o = overview of services	hours spent	skills required + promotion −	+ supportive activities −	+ negotiation −	+ catalyst −	+ needs sensing −	+ planning resources −	+ linkage −	+ consultative services −	teachers	social-strivers & board	3 mo	12 m	later	never
15.29 m	funding guidelines	3	ISS cu								5 X	6 X			X	

Impact Assessment

By comparing entries on the total matrix(pp22f), analyses of the 72 entries, one can draw simple conclusions about impact. One such obvious conclusion is that if a field agent wants to maximize her potential for

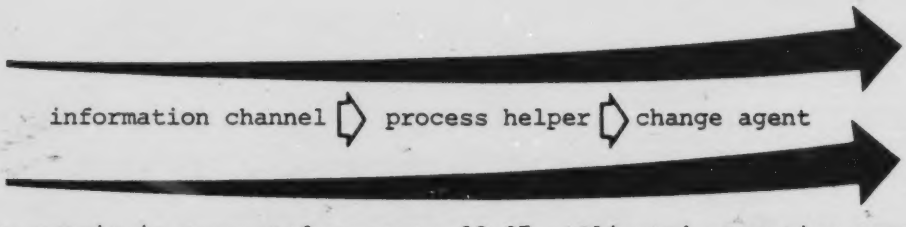
for reaching both teachers and administrators, she should concentrate on service to principals. If she wants to affect administrators, leave the teachers alone. And, it can be said that directors and central office types tend to use information more quickly than other client groups. Perhaps concentrating service at the director level would increase its potential for impact.

The most obvious and consistent problem is in the area of promotion, where clients continuously asked for more information about the service. Only three clients out of 72 indicated that this was not needed. One of these three clients is a colleague of the ISS working at the same center, and he is thoroughly familiar with the concept of the service. Another client (who doesn't need any more printed information) is the superintendent of a district in which many services were provided(third highest out of 32 LEAs) and who served on a statewide task force for information dissemination. The third client is a principal in the fourth highest district in terms of ISS services rendered, and a district which routinely and often purchases a wide range of services from the regional service center.

The first client and the third client had reason to already have been informed, and therefore not need any additional promotional effort. The second client, after having used the ISS services for five months, became so convinced of the value of the service that his district for the first time made a decision to pay for an annual subscription to the resource center. The second client represented a true success in terms of promotion.

The most consistencies were found in the areas of negotiation, needs sensing, and linkage, indicating the strengths of this particular field agent, ACES' ISS, who was clearly seen as sensitive to local educational needs and facilitative in solving problems. The field agent function, even within

the constraints of marginality and overload, has presented a viable case for change agentry. Connecticut Capacity-Building has proceeded through the following steps in this 1976-77 project:



The matrix is presented on pages 22-27. Clients' narrative comments are presented at the conclusion of the matrix, followed by two detailed case studies.

Superintendents

client i.d.	TYPE OF REQUEST	hours spent
2.10/m	community education	15
3.10/c	central curriculum council	19
3.11/o	overview of info services	1
4.10/o	overview of info. services	2
5.10/o	overview of info services	4
6.10/m	administrative models	21
8.10/o	overview of info. services	3
11.10/m	desegregation	9
12.10/c	career education	5
12.11/o	overview of info. services	2
13.10/c	overview of info. services	3
16.10/o	overview of info services	6
17.10/m	homogeneous grouping	4
18.10/o	overview of info. services	4
22.10/o	overview of info. services	6

DISSEMINATION FUNCTIONS: skills required; + promotion −; + supportive activities −

ASSESSMENT FUNCTIONS: + negotiation −; + catalyst −; + needs sensing −

INSTALLATION FUNCTIONS: + selecting resources −; + linkage −; + consultative services −

IMPACT DATA

who? teachers; senior instructors

when on students? 3 mo; 1-2 yr; later; never

client i.d.	teachers	senior instructors	3 mo	1-2 yr	later	never
2.10/m		X				X
3.10/c	X				X	
3.11/o	X	X			X	
4.10/o		X		X		
5.10/o		X			X	
6.10/m	X	X		X		
8.10/o	X	X			X	
11.10/m		X		X		
12.10/c	X	X	X			
12.11/o	X	X	X			
13.10/c		X		X		
16.10/o	X	X			X	
17.10/m	X	X		X		
18.10/o		X		X		
22.10/o		X			X	
	8	14	2	6	6	1

Directors

client i.d.	TYPE OF REQUEST m = management concerns c = curriculum concerns o = overview of services	hours spent
1.20 m	staff development	5
1.21 m	alternatives in grading	8
1.22 c	science curriculum	4
1.23 m	criterion ref. tests	11
2.20 m	attitudes workshop	8
3.20 c	long. arts curriculum	16
4.21 c	curriculum task-force	10
9.20 o	overview of info serv.	2
10.20 m	pre-school screening	1
11.20 o	overview of info. serv	3
11.21 o	overview of info serv	3
13.20 m	student survey-forms	1
15.20 m	funding guidelines	3
28.20 m	media workshop	2
31.20 m	Direction Center guidelines	2
31.21 m	parental evaluation forms	1
32.20 m	Surrogate parent records	3

DISSEMINATION FUNCTIONS

ASSESSMENT FUNCTIONS

INSTALLATION FUNCTIONS

IMPACT DATA

who?		when on students?			
teachers	admin. advisors & board	3 yrs	12 yrs	later	never
12	13	3	5	3	11

16

Principals

client i.d.	TYPE OF REQUEST m = management concerns c = curriculum concerns o = overview of services	hours spent
2.30 c	science 7-9	1
2.31 m	attitudes workshop 10-12	8
3.30 c	language arts K-6	4
4.30 c	language arts K-12	8
4.31 m	testing K-12	4
4.32 c	gifted students 10-12	3
7.30 c	foreign language K-6	3
9.30 o	overview of info services K-4	1
1.31 o	overview of info services K-2	1
9.32 o	overview of info services 9-12	1
9.33 o	overview of info services K-2	1
10.30 o	overview of info services K-8	10
13.30 o	overview of info services 7-9	2
14.30 c	high interest, easy reading 6-8	10
24.30 c	social studies K-5	1
27.30 m	advisory councils K-4	3
	32	

DISSEMINATION FUNCTIONS				ASSESSMENT FUNCTIONS			INSTALLATION FUNCTIONS			IMPACT DATA: who?		IMPACT DATA: when on students?			
skills required: ISS / CL	+ promotion −	+ supportive activities −		+ negotiation −	+ catalyst −	+ needs sensing −	+ selecting resources −	+ linkage −	+ consultative services −	teachers	administrators & boards	3 mo.	1/2 – 1 year	1 year	2 years
										X	X		X		
										X	X		X		
										X	X		X		
										X	X			X	
										X	X		X		
										—	—			X	
										—	—				X
										X	X	X			
										X	X			X	
											X			X	
										X	X			X	
										X			X		
											X			X	
										X	X				X
										X	X		X		
										X	X			X	
															3
										12	13		6	7	2

Department Heads

client i.d.	TYPE OF REQUEST m = management concerns c = curriculum concerns o = overview of services	hours spent
1.42 o	overview of info services	2
1.41 m	teacher evaluation	1
2.40 m	inservice panel	4
5.40 c	ED/LD programs	1
5.41 o	overview of info services	1
5.42 c	Headstart handicapped	5
11.40 m	Testing	1
19.40 c	vocational programs	2
26.40 c	social studies concepts	3
	39	

(50)

DISSEMINATION FUNCTIONS

- skills identified
- + promotion −
- + supportive activities −

ASSESSMENT FUNCTIONS

- + negotiation −
- + catalyst −
- needs sensing −

INSTALLATION FUNCTIONS

- + selecting resources −
- + linkage −
- + consultative services −

IMPACT DATA

who?

- teachers
- admin-istrators & board

when on students?

- 3 yrs
- 12 yrs
- 1 year
- never

client i.d.	teachers	admin-istrators & board	3 yrs	12 yrs	1 year	never
1.42 o		X		X		
1.41 m	X				X	
2.40 m	X	X				X
5.40 c	X	X		X		
5.41 o		X			X	
5.42 c	X	X				X
11.40 m	X					
19.40 c	X	X			X	
26.40 c	X	X		X		
	7	7				35

Teachers

client i.d.	TYPE OF REQUEST m = management concerns c = curriculum concerns o = overview of services	hours spent
1.50 m	criterion ref. tests K-12	2
2.50 c	science 7-9	1
2.51 c	science 7-9	1
3.51 c	language arts K-6	2
3.52 c	social studies K-6	8
3.53 c	language arts K-6	2
3.54 c	language arts K-6	18
5.50 o	overview of info services K-6	1
5.51 o	overview of info services K-6	1
12.50 o	overview of info services K-6	3
19.50 c	pre vocational 7-9	2
19.53 c	home economics 10-12	1
		36

DISSEMINATION FUNCTIONS: skills required; + promotion −; + supportive activities −

ASSESSMENT FUNCTIONS: + negotiation −; + catalyst −; + needs sensing −

INSTALLATION FUNCTIONS: + selecting resources −; + linkage −; + consultative services −

IMPACT DATA

who?		when on students?			
teachers	admin. services & boards	3 mo	12 mo	later	never
12	5		4	7	1

Others

client i.d.	TYPE OF REQUEST	hours spent	DISSEMINATION FUNCTIONS: skills required	+ promotion −	+ supportive activities −	ASSESSMENT FUNCTIONS: + negotiation −	+ catalyst −	+ needs sensing −	INSTALLATION FUNCTIONS: + selecting resources −	+ linkage −	+ consultative services −	IMPACT DATA: who? teachers	admin istrators	when on students? 3 mo	12 mo	later	never
4.69/m	preschool community services	1	ISS CL	X	X	X	X	X	X	X	X	com-	ittee				
6.69/m	career guidance	10		X	X	X	X	X	X	X	X	fam	ily				
8.80/o	overview of info services	1		X	X	X	X	X	X	X	X	class	room				
												assig	ment				

NARRATIVE EVALUATION OF INFORMATION SERVICE SPECIALIST FOR ACES AREA

DECEMBER 1976

2.4
Regional District
7-12
Mrs. Nilson was most helpful in providing names of prospective panelists. We contacted two people she suggested - Mrs. Knecht of your staff and Sister Hannah Sullivan of St. Mary's High School, both of whom participated on our panel and both of whom were excellent. The copies of articles dealing with writing which Mrs. Nilson sent provided useful and reassuring information to interested members of my department.

2.5
Regional District
7-12
I was disappointed that the collection of periodicals was incomplete.

3.1

K-6
Mrs. Carolyn Nilson in her role as Field Agent related extremely well with all those with whom she worked--teachers and administrators.

She was very generous of her time and exceedingly helpful to the Social Studies and Language Arts Committees which were engaged in curriculum revision. Specifically, she was effective in assisting the committee delimit the scope of their study and in helping them synthesize the welter of information they received.

In a word, we were highly pleased with the service provided the School System by Mrs. Nilson.

3.3

K-6
Mrs. Nilson was friendly and cooperative in her contact with our Committee. She helped us greatly to narrow our needs in relation to our objectives and also provided us with a good deal of raw data and basic resource material. I found her contribution to our work quite valuable and her professional attitude and organized approach quite motivating.

3.5

K-6
Thank you for sending me this evaluation form. However, I do not feel I can fill it out. I did not have sufficient contact with Carolyn to in any way assess the quality of work done for the Council. The teachers whose names are included in the log will obviously be better qualified to evaluate.

I'm sorry I cannot be of any assistance.

4.6

K-12
I was impressed with Mrs. Nilson's efficiency and perception. From an informal meeting, she identified our needs and followed up with pertinent information.

5.4

K-12
I initially contacted Carolyn Nilson concerning my needs. She directed me to another source. In the meantime, my needs were redefined and I investigated the search previously conducted by ACES, eventually having a search reproduced. This search was then utilized to update a search at SERC where the articles (small) were reproduced. I have made the reproduced articles available to the various committees and administrators. The entire staff will eventually be able to utilize them.

In regards to the ACES search #770 205-1C ED/LD programs, 9-12, aside from the use I have mede of it by updating the SERC #134, I have not had time to review the microfiche. A review of the microfiche will be done in the near future. I was surprised by the small number of programs reported. I expected a large number. I suspect there are many more programs in existance, but simply have not been reported so that they may by administrated by services such as ACES.

I felt the scope of the search was broad and offers many avenues for me to follow.

5.5

K-12
Mrs. Florine Lewis was in charge of our school inservice program. Since our topic was Behavior Modification, Mrs. Lewis requested the assistance of your organization. While I was in attendance at the meeting with your representative, I was on the periphery.

Since then, Mrs. Lewis, who was paid by Title X funds, is no longer employed here. I have tried to answer your questionnaire to the best of my ability and in light of my recollection of that meeting. I hope this is satisfactory.

12.10

K-6
The Information Service Specialist was extremely helpful in introducing my staff and me to the services available at ERC.

The microfiche obtained on Career Education and Language Curriculum saved "dollars" which would have been spent in purchasing print materials. In addition, the use of ERC searches saved clerical time which would have been spent in producing letters of inquiry (not to mention postage).

From the documents secured and the help, our Career Education Curriculum Committee is functioning more effeciently as is our Language Curriculum Committee. The final product will make major improvements in the program offerings for our students in grades X-6.

Further use of the Information Specialists as a resource person, catalyst and planner is being contemplated.

12.10 (Continued)

K-6
Mrs. Carolyn Nilson was very helpful. In addition, Tanis Bak of the ERC staff and L. Knecht of the Career Education Center were also most helpful.

13.2

K-12
Information needed was for a Title IV project evaluative tool. If your service was not available, at least three people would have spent a total of thirty hours developing a questionnaire. It would have been a trial and error result.

Your researched article had been tried with many students and had complete data with the questionnaire. The entire questionnaire can be used by Project IV students. The advantages were - 1) time saved for staff and 2) a usable questionnaire that students will be able to use comfortably.

17.1
Regional District
K-8
We are pleased with and, when time has been available, have been working with material provided by your most helpful and cooperative Information Service Specialist, Mrs. Carolyn Nilson. We hope that a session with our School Board will be possible - the delay in this is on our part - that resulting from School Board problems generated by such deadlines set by State Statutes as Negotiations, Dissolution Studies, Freedom of Information Hearings, etc. A handful of local people have declared war on the schools and have managed to use the various rights afforded citizens to prevent us from determining our own work direction or priorities. Your service will serve as an effective tool on one front - an attack by this same small group on our grouping procedure - it is expected this will be a major issue in the spring or midwinter. The service will be of significant value for that time.

26.4

K-8
I am most satisfied with the information provided. This information has provided direction to our efforts at a Social Studies revision K-12 and will benefit these students when our efforts are completed. Our committee of eight members would have spent many hours communicating and researching the same kind of information.

27.3
Regional District
K-8
Carolyn Nilson was extremely helpful not only in obtaining a good sample of necessary research data regarding the pros and cons of advisory councils, but also from her sharing of personal experiences with such groups. She was able to zero in on the highlights of the data being sought and I found ERC service in general to be supportive and most efficient.

31.2
ACES
Interdistrict Agency
This whole thing got started after a rather innocuous question concerning where (what funding source) Direction Center monies were coming from. Carolyn really evinced more interest in the whole thing then I anticipated and it seems as though her interests were more and more concerned with possible new funding sources for ERC. The info I got was really of no avail to me. I was trying to get Tom Gillung to run his pilot Direction Center project through ACES and use the ACES region. He ain't gonna do it! Sob - sob! It's not anyone's fault but Tom's.

I felt, on this one, that I gave Carolyn more information than she gave me but then I didn't really ask her to commit significant time to this thing. Frankly, I'm rather surprised her time on this project was even logged.

2.3
Regional District
7-12
This is my first year of personal association with ACES. I have found Carolyn Nilson to be most helpful in helping me refine and organize tasks which could have been quite demanding of my time. I do not feel that I have explored yet all of the many services that you provide and I intend in the coming months to do something about this. If I were to select the two areas that I feel have been of the most benefit to me it would be, 1) the help in bringing the issues into clearer focus 2) the movement which is attributable to my having worked with the Information Service Specialist, Carolyn Nilson. As a direct result of the above we have provided members of our staff a very successful Inservice Program, and we have our second program in the final stages of planning.

11.1

K-12
We were very pleased with the quality of the information we received concerning desegregation programs. The cooperation from the Information Service Specialist was excellent. The efficiency of utilizing the service is obvious and the time and dollar savings make the service quite important to us.

The impact on students will not always be immediate, but by gathering the proper information, long range planning becomes more effective, positively enhancing the total school program.

2.1
Regional District
7-12
We have used searches for a variety of purposes. Two years ago or more, we did a search on interdiscipline teaching and located a school district in a region which seemed to be most closely doing what we had in mind. We have used their product as a guide to develop and implement our own interdisciplinary teaching teams affecting 400+ students currently.

The search re: Adult Education or Continuing Education did not prove to be helpful to us. It did tell us that we had to do some creating on our own and not rely on other sources.

3.20
K-6
I had contact with Mrs. Nilson at two committee meetings and found her to be very helpful. She listens well and responds with relevance. The material she collected for us was extremely useful. I feel sure that we would not have been able to use the Resource Center as effectively if we had not had her services available to us.

Apart from the actual work she did for our committee, I found Mrs. Nilson to be a very comfortable person to relate to. She is clearly very knowledgeable, well-organized and thoughtful in her approach, but her warmth and unpretentious manner prevent her from presenting a threatening role. We all felt we could "let our hair down" with her.

3.53
K-6
Mrs. Nilson was an asset to our committee that day we spent time researching information. I could mention one area of questioning and she would give me many materials to look through. She was extremely conscientious and very valuable to me personally that day.

The microfiche certainly saved us a lot of dollars.

As far as our research effecting the students: we were a committee set up to define behavioral objectives K-6. We then presented these goals to the central curriculum council. Then we presented a copy to each staff member in Orange for input.

Eventually a committee will draw up a curriculum guide based on our goals.

ERC was very helpful. I'm not sure we would have written our goals without the information we obtained there.

9.33
K-12
My need was clearly interpreted - the information received was very adequate.
——Mrs. Nilson was available, helpful and provided me with exactly what I needed.

5.40
K-12
Mrs. Nilson and the staff at ERC were very helpful to us. We were given a tour of the facility and shown every possible courtesy. We were encouraged to read and copy fiche. We discussed at length the possibility of using the services of the staff at ERC in filming and filing Head Start family records.

10.30
K-12 our school
Pat Jensen and Carolyn Nilson both were at a staff meeting at(Wakelee School, Wolcott, Connecticut)on 9/27/76. My purpose in having them with us was to acquaint our faculty with ACES' wide variety of services and resources.

I was most impressed with the presentation. The purpose was more than adequately met. The presentation reflected excellent planning, delivery was very good, audience attention was maintained. A question and answer period was most productive.

I would strongly urge an additional contact with the superintendent of schools to discuss further involvement with ACES.

15.20
K-12
ERC has helped us greatly in grant writing as an excellent resource.

22.10
K-12
Since all contacts were for promotional reasons there is no opportunity to evaluate the specialist's performance as a provider of information services.

SELECTED CASE STUDIES

ARY 1977
' INFORMATION SERVICE SPECIALIST
STUDY OF TEACHER-CLIENT
ECT: LANGUAGE ARTS

f Description of Requestor

The client is a male fifth grade teacher, about 25 years old, and is chairman of a trict-wide Language Arts Curriculum Committee which is a sub-committee of a Central riculum Council. The district is a K-6 district within the political boundaries of town (1975-76 per pupil expenditure $2004.69). The Superintendent of this district been on the job for one year, and comes to the Superintendency with a strong curricu- background,which influences and gives importance to the total curriculum study.

ure of Inquiry

The district was engaged in a one-year revision of two parts of its curriculum, soc- studies and language arts. The work of the Information Service Specialist(ISS) on this quest should be seen in the context of the total curriculum effort.

Prior to involvement with the teacher-client which began in May, the ISS had spent hours with and for the Superintendent and the Coordinator of Instructional Services dur- g February and March. These two administrators provided the ISS with an overview of the strict, a philosophical direction for the curriculum revision, and set expectations for e ISS relationships with district personnel. With their leadership, the ISS proceeded choose resources and develop strategies for work with both sub-committees and with the ntral Curriculum Council as a whole.

The teacher-client was aware of the ISS's scope of effort to date, so that when gotiation began with the teacher client, the teacher-client could proceed with some telligence about the data base. He began by requesting tables of contents of completed earches, abstracts of new fiche in language arts, and tables of contents of recent journals language arts. He knew what the possibilities were regarding resources, and he knew that e had the freedom, and sanction from his superiors, to use the ISS as his advocate in work ith the Language Arts Sub-committee.

SS Response

Relationships with the teacher-client required the spectrum of skills in dissemination functions, assessment functions, and installation functions. During May, June, and the following October, the ISS expended 22 hours during 15 occasions, employing skills in these specific areas:

listed in priority order:

linkage of information to user (transmission and/or integration)
selecting and transforming resources
needs sensing
catalyst, group dynamics
supportive activities
negotiation
promotion
consultative services

Seeing this data in relationship to data from the 200 other information requests during the first ten months of the Capacity-Building Project reveals a comparability in the first two priorities, linkage and selecting and transforming resources. Effort expended in these two areas represents 44% of this client's ISS activity. Also, within the total universe of ISS activity, linkage and selecting and transforming resources represent the first two priorities, and comprise 46% of the ISS activity. Service of this client's information need, therefore, could be seen as fairly typical of the total. The exception to the comparison

the area of promotion, which in the total picture was 11%, and in this teacher-client's was only 3%. Much of the reason for this difference from the totality was the 18 hours ded by the ISS with district administrators, where promotional activities took place management level which could directly influence facilitation. Knowing which skill to y at what level of district decision-making is an important component of ISS response.

t Response

rving this teacher-client required small amounts (1/4 hr.-4 hrs.) of time during 15 rent occasions throughout, basically, a 9 week period of time. Because of this pattern rvice, a rather constant contact with the teacher-client was maintained creating a professional and personal relationship. The ISS clearly was perceived by the er-client as his strong advocate at the information source, open, perceptive and ul.

the six committee members who returned a survey, three were teachers, and all six ttee members saw the ISS as an "adequate", that is not an expert, interpreter of the rch. (Appendix A of this case study contains data collected on these six survey forms.) is an evaluation which is a clue to capacity-building because it seems to say that alue of the ISS field agent is not in the area of consultative service in a subject Rather, the essence of service to teacher-clients seems to be in bringing appropriate urces to them to enhance their professionalism and their capacities to do their jobs. ey responses indicated that students in the district would be affected by the ISS ivement within the year with further adaptation by district personnel. The press ase (8/22/76) in Appendix B indicates the final step in the facilitation process, namely, tion by the Board of Education in August. Design of the curriculum and its implementa- are clearly responsiblities of district personnel.

he total ISS involvement with the district spanned 11 months. This teacher-initiated rmation need was representative of a "hot-topic" for 1976, language arts concerns being most frequently sought after curriculum information during the first year of the ecticut Capacity-Building Project in the ACES (New Haven) area.

f the district's 1,616 students can benefit within the year, as all committee members ict, from "a new degree of sophistication" in language arts, then the 22 hours of ISS ort expended for the committee chairman were surely well spent.

New Haven Register

SUNDAY, AUGUST 22, 1976

New Curriculum To Be Absorbed

It is important to note that the program will not leave out the so-called basics. The superintendent said that if anything, the three R's (readin', riten, and rithmatic) would be more emphasized in future years.

The committee studying language arts focused on ways to teach more effectively listening, reading and writing skills. Many of their recommendations are a restatement of old ideas, but some them, if they are successfully implemented, will bring a new degree of sophistication to the elementary student.

By the time a child gets out of sixth grade, he will have had assignments that are supposed to teach him how to "identify and list the major forms of propaganda used in oral presentations," according to the language arts report.

The new curriculum will be worked into the old system slowly, the superintendent said. He expects it will take more than one year to integrate the committees' thoughts into the present program.

And, Cibbarelli added, the new programs are subject to revision. One of the things he likes about the whole project is that everbody working in the system can contribute criticism and new thoughts to it.

He wants to avoid an educational hierarchy where teachers have their work mapped out for them by their superiors. The Board of Education, though, will in general have to approve most of the new ideas, but it has already expressed its willingness to adopt them in some form.

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APPENDIX A

TO

TEACHER-CLIENT
CASE STUDY

survey forms returned

(39A)

Type of request: language arts curriculum

Date evaluation form was sent: 12.15.76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addresse envelope at your earliest convenience.

Name: Pat Tancreti Position: Teacher, Chairman Language Arts Committee

School/Institution: Date:

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

✓ very helpful ___ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

✓ right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

✓ strongly yes ___ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected ✓ adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

✓ resource person ___ linkage agent ___ catalyst ___ planner
___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?

✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

D. 8. How would you characterize (40A) Information Service Specialist's style?

✓ open ___ imaginative ___ helpful ___ abrupt ___ intimidating
___ other (please specify) _____

I. THE PRODUCT

E. Appropriateness

9. Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

10. Was the quality of information delivered appropriate for this request?
✓ excellent quality ___ good quality ___ poor quality

F. Dissemination

11. Did having a person associated with delivery of information help get it used?
✓ definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ✓ probably ___ not necessary ___ no

G. Impact

13. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.
___ just myself ✓ administrator(s) ✓ board member(s)
✓ committee (please specify) LANGUAGE ARTS COMMITTEE
✓ teacher(s) ✓ student(s) ___ no one
___ other (please specify) _____

14. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
___ yes, will have impact within the year
✓ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? I believe that all Educational Programs will be beneficial to any school system for curriculum planning and improvement.

16. Do you feel that your system is in a position to consider subscription to ERC?
I believe that we are a Library.

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

(41A)

Type of request: curriculum committee work

Date evaluation form was sent: 12·15·76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addresse envelope at your earliest convenience.

Name: Mickey Foley Position: Kindergarten teacher - language arts comm-e.

School/Institution: Mary L. Tracy School Date: 12·21·76.

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

✓ very helpful ___ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

✓ right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

✓ strongly yes ___ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected ✓ adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

✓ resource person ___ linkage agent ___ catalyst ___ planner
___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?

✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

8. How would you characterize (describe) the Information Service Specialist?

✓ open ___ imaginative ✓ helpful ___ abrupt ___ intimidating
___ other (please specify) _____

E. THE PRODUCT

Appropriateness

9. Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

10. Was the quality of information delivered appropriate for this request?
✓ excellent quality ___ good quality ___ poor quality

F. Dissemination

11. Did having a person associated with delivery of information help get it used?
___ definitely yes ___ too soon to tell ✓ no not really - left to consultant
___ in retrospect would prefer not to have used the Information Service Specialist

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably ✓ not necessary ___ no

G. Impact

13. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.
___ just myself ___ administrator(s) ___ board member(s)
✓ committee (please specify) Language arts of Central Commission Course
___ teacher(s) ___ student(s) ___ no one
___ other (please specify) _____
eventually every Teacher will be influenced

14. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
✓ yes, will have impact within the year
✓ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? Excellent

16. Do you feel that your system is in a position to consider subscription to ERC?
Don't really know

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

Type of request: curriculum committee work

Date evaluation form was sent: 12·15·76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addresse envelope at your earliest convenience.

Name: Nancy Fusco Position: 6th Grade Teacher

School/Institution: Peck Place Date: 1/5/76

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

✓ very helpful ___ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

✓ right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

✓ strongly yes ___ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected ✓ adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

✓ resource person ___ linkage agent ___ catalyst ___ planner
___ other role (please specify) Interpreter also of information

6. Did the Information Service Specialist make herself accessible to you?

✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

0. 8. How would you characterize the Information Service Specialist's style? (44A)

✓ open ___ imaginative ✓ helpful ___ abrupt ___ intimidating
___ other (please specify) Very willing to be of service to me.

THE PRODUCT

Appropriateness

Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

0. Was the quality of information delivered appropriate for this request?
✓ excellent quality ___ good quality ___ poor quality

Dissemination

1. Did having a person associated with delivery of information help get it used?
✓ definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

2. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably ___ not necessary ___ no

Impact

3. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.

___ just myself ___ administrator(s) ___ board member(s)
✓ committee (please specify) Summer Lang. Arts Committee but eventually
___ teacher(s) ___ student(s) ___ no one our information was transmitted
___ other (please specify) to the Central Curriculum Council & every teacher on our staff had an opportunity to read our material.

4. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
___ yes, will have impact within the year
✓ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time.

5. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? They be made more available to staff members through pamplets etc. Not enough people are aware.

6. Do you feel that your system is in a position to consider subscrition to ERC? ?

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

Type of request: curriculum committee work

Date evaluation form was sent: 12·15·76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addresse envelope at your earliest convenience.

Name: Robert Valuk Position: Principal

School/Institution: Hub Plains, Orange. Date: 12·21·76

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

X very helpful ___ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

X right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

X strongly yes ___ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected X adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

X resource person X linkage agent X catalyst X planner
___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?

X readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

X yes ___ mostly yes ___ often no ___ no ___ could not determine

8. How would you characterize the Information Service Specialist's style?

X open ___ imaginative X helpful ___ abrupt ___ intimidating
___ other (please specify) _____

PRODUCT

ropriateness

as the service or product delivered appropriate to your need?
X it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

Was the quality of information delivered appropriate for this request?
___ excellent quality X good quality ___ poor quality

ssemination

Did having a person associated with delivery of information help get it used?
X definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably X not necessary ___ no

mpact

. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.

___ just myself 2 administrator(s) ___ board member(s)
6 committee (please specify) Language Arts
4-8 teacher(s) ___ student(s) ___ no one
___ other (please specify) _____

. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
X yes, will have impact within the year
___ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time.

5. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? A yearly handbook listing
all your services would be great!

6. Do you feel that your system is in a position to consider subscrition to ERC?

HANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

(47A)

Type of request: curriculum committee work

Date evaluation form was sent: 12·15·76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addresse envelope at your earliest convenience.

Name: Mollie Klein Position: Director, Fine & Sec...

School/Institution: Rancho Alamo School Date: 1/5/77

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

___ very helpful ✓ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

✓ right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

___ strongly yes ✓ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected ✓ adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

✓ resource person ___ linkage agent ___ catalyst ___ planner
___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?

✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

D. 8. How would you characterize the (48A) tion Service Specialist's style?

✓ open ___ imaginative ✓ helpful ___ abrupt ___ intimidating
___ other (please specify) _____

THE PRODUCT

Appropriateness

9. Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

10. Was the quality of information delivered appropriate for this request?
✓ excellent quality ___ good quality ___ poor quality

Dissemination

11. Did having a person associated with delivery of information help get it used?
✓ definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably ✓ not necessary ___ no

G. Impact

13. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.

___ just myself ___ administrator(s) ___ board member(s)
✓ committee (please specify) Curriculum Committee & Total Curriculum Council
___ teacher(s) ___ student(s) ___ no one
___ other (please specify) _____

14. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
___ yes, will have impact within the year
✓ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? _____

_____

16. Do you feel that your system is in a position to consider subscrition to ERC?

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

(49A) COLIN WILSON, INFORMATION SERVICE SPECIALIST

Type of request: process assistance with Central Curriculum Council

Date evaluation form was sent: 12-15-76

The following questions are designed to take a minimum amount of your time and yet provid the ERC with information essential to evaluate the services. Please check the appropriat alternative(s) and return the evaluation form in the enclosed postage-free self-addressed envelope at your earliest convenience.

Name: Vincent Cibbarelli Position: Supt. of Schools

School/Institution: Orange Date: 12/17/76

THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

THE PERSON

Assessment

1. Did the Information Service Specialist help focus your problem?
   ___ very helpful ✓ helpful ___ somewhat helpful ___ not helpful
   ___ did not really understand

2. Was the Information Service Specialist's perception of your information need:
   ___ right on target ✓ adequate ___ lacking due to inexperience
   ___ lacking due to insufficient information about me/my school ___ inadequate

Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?
   ✓ strongly yes ___ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?
   ___ more fully than I'd expected ___ adequately ✓ partially
   ___ no ___ not clear

Facilitation

5. Do you see the Information Service Specialist as a:
   ___ resource person ✓ linkage agent ___ catalyst ✓ planner
   ___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?
   ✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
   ___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?
   ✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

8. How would you characterize the (50A) ation Service Specialist's style?

✓ open ___ imaginative ___ helpful ___ abrupt ___ intimidating
___ other (please specify) _____

E PRODUCT

ppropriateness

Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

. Was the quality of information delivered appropriate for this request?
___ excellent quality ✓ good quality ___ poor quality

issemination

. Did having a person associated with delivery of information help get it used?
✓ definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably ✓ not necessary ___ no

mpact

. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.

___ just myself ___ administrator(s) ___ board member(s)
✓ committee (please specify) LANG ARTS - 10 / SOC. STUDIES / 10
___ teacher(s) ___ student(s) ___ no one
___ other (please specify) _____

. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
___ yes, will have impact within the year
✓ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time

5. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? [illegible]

. Do you feel that your system is in a position to consider subscrition to ERC?
in the future

ANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

(51A) district 3.53

National Institute of Education Field Agent Narrative Evaluation date 1/5/76

Teacher

Mrs. Nilson was an asset to our committe that day we spent time researching information. I could mention one area of questining and she would give me many materials to look through. She was extremely conscientious and very valuable to me personally that day.

The microfish certainly saved us alot of dollars.

As far as our research effecting the students: We were a committee set up to define behavioral objectives for a Language Arts Program in Orange Grades K-6. We then presented these goals to the central curriculum council. Then we presented a copy to each staff member in Orange for input.

Eventually a committee will draw up a curriculum guide based on our goals.

ERIC was very helpful. I'm not sure we would have written our goals without the information we obtained there.

Nancy Jacob

(52A) district Chicago

National Institute of Education Field Agent Narrative Evaluation date 12/2[illegible]

Principal

Mrs. Nilson was friendly and cooperative in her contact with our Committee. She helped us greatly to narrow our needs in relation to our Objectives, and also provided us with a good deal of raw data and basic resource material. I found her contribution to our work quite valuable, and her professional attitude and organized approach quite motivating.

R. Th. Adel

(53A)

National Institute of Education Field Agent Narrative Evaluation date 1/5/77

I had contact with Mrs. Nilson at her committee meetings and found her to be very helpful. She listens well + responds with relevance. The material she collected for us was extremely useful. I feel sure that we would not have been able to use the Resource Center as effectively if we had not had her services available to us.

Apart from the actual work she did for our committee, I found Mrs. Nilson to be a very comfortable person to relate to. She is clearly very knowledgeable, well-organized + thoughtful in her approach, but her warmth and unpretentious manner prevent her from presenting a ~~th~~ threatening role. We all felt we could "let our hair down" with her.

National Institute of Education Field Agent Narrative Evaluation date 12/17/76

Mrs. Carolyn Nilson in her role as Field Agent related extremely well with all those with whom she worked--teachers and administrators.

She was very generous of her time and exceedingly helpful to the Social Studies and Language Arts Committees which were engaged in curriculum revision. Specifically, she was effective in assiting the committee delimit the scope of their study, and in helping them synthesize the welter of information they received.

In a word, we were highly pleased with the service provided the Orange School System by Mrs. Nilson.

APPENDIX B

TO

TEACHER-CLIENT
CASE STUDY

press releases

Budget Asks Larger Curriculum

ORANGE — Curriculum development, often cited by School Supt. Vincent Cibbarelli as one of his chief priorities, is one of the more significant features of the proposed elementary school budget for the upcoming fiscal year.

The budget contains $48,000 for curriculum research and improvement, providing strong evidence that the politics of fiscal austerity, while affecting the Amity budget, have not, as yet, had a major impact on the Orange Board of Education.

Of the $48,000, more than half, $25,000, is slated for the establishment of what Cibbarelli describes as "reading centers" in each of the elementary system's five schools.

The $25,000, assuming the budget becomes a reality, will be used for new materials, plus the training of teachers, to provide a means of assessing youngsters' reading skills, then honing those skills.

As outlined by Cibbarelli, the main purpose of the "centers", which will utilize existing school space, is to make the system's existing reading program, which the superintendent says is good now, "more effective."

The balance of the $48,000 is slated for program development in English, social studies, and science.

The total proposed appropriations of the elementary system, with a $52,000 capital request included, amount to $3,225,983.

The school board has described the new budget as one which will provide "quality education" for children here "within a context of economic reality."

The "economic reality" is reflected in the planned elimination of seven-and-one-half teaching positions, with five of the cuts scheduled to be accomplished through attrition, the remainder through layoffs.

Because of an anticipated enrollment decline of 100 to 125 students, the existing student-teacher ratio of 21:1 will be maintained, according to Cibbarelli.

Although the elementary budget is one of Orange's biggest expenses, second only to the town's share of the Amity budget, the proposed elementary appropriations have not sparked any controversy.

The Board of Finance has not recommended any cuts in the $3,225,983 total. There were only a handful of questions asked regarding the appropriations at the public budget hearing held by the finance board this week.

The net increase in the elementary budget comes to around 8.5 per cent, the gross hike 5.64 per cent.

If the $52,000 capital item for replacing a school roof is not counted as part of the budget, the net increase stands at 6.2 per cent, the gross 3.94 per cent.

Based on current sentiment, the budget seems sure to pass at the annual town meeting in May.

New Haven Register

SUNDAY, AUGUST 22, 1976 33A

New Curriculum To Be Absorbed

ORANGE — They started out from a secure position, knowing their school system was already first rate.

Their work is not finished — and it never will be — but the Orange elementary teachers and administrators hope they are changing the system from good to excellent.

The project originated last year, when then-new Supt. of Schools Vincent Cibbarelli had a "needs assessment" study conducted. It was sort of an autopsy whose goals were to find out how well the system was doing and how it could be improved.

The study led to the formation this summer of committees that worked on revamping the curriculum. They had in mind several goals, according to Al Russo, the coordinator of instructional services.

One was of the most important was designing a system that teaches kids to be "good decision-makers." In brie, this involves familiarizing students with a system of logic that they should be able to use all their lives, Russo said.

An important influence on the work of the committees, Russo said, was the ideas of Jean Piaget, an eminent Swiss child psychologist.

The committees' recommendations were in some cases minor, in some cases drastic. If it's possible to summarize their ideas in one word, the word would be "broadening."

For example, the group dealing with social studies thinks students should be exposed to history, economics, politics, anthropology and other fields.

Russo, in his summary of that committee's work, said ideas taught would "become more complex as the children's conceptual level develops." The recommended social studies program, he added, "spirals outward from the family and neighborhood in the early grades to the position of the United States as a world influence in the upper grades."

It is important to note that the program will not leave out the so-called basics. The superintendent said that if anything, the three R's (readin', riten, and rithmatic) would be more emphasized in future years.

The committee studying language arts focused on ways to teach more effectively listening, reading and writing skills. Many of their recommendations are a restatement of old ideas, but some them, if they are successfully implemented, will bring a new degree of sophisticatication to the elementary student.

By the time a child gets out of sixth grade, he will have had assignments that are supposed to teach him how to "identify and list the major forms of propaganda used in oral presentations," according to the language arts report.

The new curriculum will be worked into the old system slowly, the superintendent said. He expects it will take more than one year to integrate the committees' thoughts into the present program.

And, Cibbarelli added, the new programs are subject to revision. One of the things he likes about the whole project is that everbody working in the system can contribute criticism and new thoughts to it.

He wants to avoid an educational hierarchy where teachers have their work mapped out for them by their superiors. The Board of Education, though, will in general have to approve most of the new ideas, but it has already expressed its willingness to adopt them in some form.

ACES' INFORMATION SERVICE SPECIALIST
CASE STUDY OF ADMINISTRATOR-CLIENT
SUBJECT: ADMINISTRATIVE ORGANIZATION OF REGIONAL DISTRICTS

1. Brief Description of Requestor

The client is a superintendent of a two-town rural-suburban regional district(1975-76 per pupil expenditure $1309.86.) He is in his fifties, and this is his third superintendency in a regional district. He is well respected as an administrator and has good working relationships with his board. His district is a subscriber to the Educational Resources Center (ERC), so he is familiar with the range of services and products available to him. Because of his competence and awareness, the Information Service Specialist(ISS) waited to visit him unti other less aware superintendents in the ACES' area had been visited.

2. Nature of Inquiry

During the initial visit with this superintendent for the purpose of introducing the ISS service, discussion proceeded very rapidly from a promotional sort of overview of services to needs sensing and negotiation of a specific information request. It was as if the ISS were in the right place at the right time.

Part of the reason for the rapid progress toward negotiation was the Superintendent's competence and self-assuredness, part of it was his past support of the ERC and his interest in continued support, and part of it was the ability of the ISS to meet him on his turf at his level. Establishing rapport was easy; even devising a plan for further service was accomplished at his first meeting.

His most pressing need was to re-structure the district administratively. He was looking for administrative models of r gional districts, and was particularly interested in the mid-management level: coordinators, department heads, teaching principals, team leaders. His inquiry was prompted by recent statistics of population shift within the district. One of the towns in the district was growing more rapidly than projected in the regional study seven years earlier. Changes in student population had already resulted in schools' sharing principals, and team leaders had been given more periods of teaching assignments. The three past budgets had been defeated by voters.

The Board had allowed itself five months in which to complete a study and make a change in the administrative structure. The Superintendent wanted to assure maintenance of quality in what seemed to be a shrinking administrative organization. He saw ISS involvement as a means to awaken the Board to more options as they entered the five-month decision making period.

The Superintendent requested a computer search-in-depth on administrative organization for regional school districts, and requested that the ISS present the search to the Board at a public meeting.

3. ISS Response

Because of the high potential for adoption of change, the ISS expended the most effort in the area of integration, that is, being sure that she thoroughly understood the district's progress to date toward a solution to the problem, being careful to maintain good communication with the Superintendent, and being thoroughly knowledgeable about all information transmitted to him from the resource base. The ISS log indicated that the skills most frequently used were those of providing consultative services; and linkage, transmission, integration. The Superintendent's evaluation of the ISS service indicated he perceived the ISS as strongly facilitative and perceptive in understanding his problem.(These forms are attached, in Appendix A.) The effort expended in the general area of integration was consistent with a positive evaluation by the client.

At the initial meeting with the Superintnednet, the ISS procured four documents from the district: Final Report of the Regional Study Committee, Administrative Handbook including job descriptions and organization chart, a paper on Curriculum Organization, and a data sheet on school enrollments and administrator-student ratios in each school. Before the ISS processed the computer search through a literature searcher, all these documents were studied to

help assure, later, integration of district characteristics and constraints with the data base.

When the search was completed, the ISS studied the search and made note of particularly appropriate sections of documents. She also read current journals on innovation and administration, and began to develop a strategy for presentation to the Board.

The search itself had a good amount of garbage in it, viz., documents pertaining to very large(10 or more towns) regional districts. If the ISS had relied on the search as her only credibility, the service would have been a disaster. However, since at least as much effort was expended in understanding the district and in developing strategies for introducing resources, the ISS had other, more process oriented, functions of information service to build upon in serving this client.

Prior to the Board meeting, the ISS discussed with the Superintendent issues such as instructional leadership, the role of supervisors, reapportionment, public relations, social and psychological services, and job descriptions, all sensitive areas to these Board members and all subjects addressed by documents in the search. The ISS also discussed strategies with the Superintendent: which issues should be particularly discussed with the conservative faction of the Board, at what point during the presentation would he like to digress to the public relations issue, did he want the ISS to strongly or mildly be an advocate for his own point of view? A presentation outline was developed around the three points of organizational health, systems view of education, and district needs.

4. Client Response

The ISS's presentation to the Board took 1½ hours and was characterized by the ISS assuming a leadership role as presenter and as catalyst-facilitator in group dynamics at that meeting. The goal of the ISS was to have each Board member want to use the information.

Response of Board members and Superintendent was positive: the Board chairman requested the Superintendent to duplicate for each Board member and six administrators the 21 pages which the ISS had marked, they also decided to divide themselves into task groups each of which would become expert in one aspect of the problem, and they asked for three duplicates of the search, one for the Chairman, and one to reside in each town of the regional district.

Press coverage of the meeting(Appendix B) emphasized the right things, viz., that the purpose of ISS involvement was "to enable the Board to determine the manner in which it wished to conduct the study...." ISS involvement apparently facilitated planned change.

As new journal or newspaper articles and new fiche became available before the Board's deadline for restructure, they were forwarded to the Superintendent by the ISS. On two occasions, the ISS had brief personal meetings with the Superintendent to see if the Board's study was proceeding according to plan. A total of 20 hours were expended over a sequence of nine occasions for service.

Administrative changes were made by the Board, and were accomplished according to the original timetable. The ISS is confident that, although change would have occurred ultimately, the research and development involvement was an effective strategy for precipitating Board action and for helping to improve educational practice.

APPENDIX A

TO

ADMINISTRATOR-CLIENT

CASE STUDY

ISS log

Superintendent's evaluation form of ISS service

Board member's evaluation form of computer search

LEA Name *Regional District 13*

Durham-Middlefield

(61A)

ISS skill key:
1. promotion
2. negotiation
3. selecting, transforming resources
4. linkage (information to user) transmission and/or integration
5. catalyst, group dynamic
6. supportive activities
7. consultative services
8. needs sensing

Date	Individual Served	position	Hours spent	ISS skill required	subject, nature of service
9-76	*Barbara Mockalis*	*Parent*	*4*	*1 Promotion* *2 Negotiation*	*CN attended awareness session; post-high school training for truckdrivers*
10-76	*Barbara Mockalis*	*Parent*	*3*	*3 Selecting and transforming resources* *4 Linkage*	*CN gathered materials from Career Center on transportation careers; mailed bibliography and letter to her*
1-76	*Barbara Mockalis*	*Parent*	*1/2*	*4 Linkage*	*CN set up meeting in career education center; sent map*
4-76	*Barbara Mockalis*	*Parent*	*3/4*	*3 Selecting resources* *5 Catalyst*	*CN conferred with Kathy Backus prior to Mockalis' arrival*
11-76	*Barbara Mockalis* *Jeff Mockalis*	*Parent* *Student*	*1-1/2*	*4 Linkage* *5 Group dynamics* *6 Supportive activities*	*CN met with her and son in Career Education Center to review assembled materials (15 booklets and info packets assembled by Kathy Backus); Xeroxed several items for Jeff*
22-76	*Barbara Mockalis*	*Parent*	*1/4*	*4 Linkage*	*CN sent article on "Truck Driver As New Folk Hero"*
11-76	*Howard Kelley*	*Superintendent*	*3-1/2*	*1 Promotion* *2 Negotiation*	*CN introduced ISS service, requested search on K-12 administrative models; requested ISS involvement with Board during summer*
15-76	*Howard Kelley*	*Superintendent*	*1*	*2 Negotiation* *7 Consultative services*	*CN read all Reg. 13 documents furnished by Kell*
16-76	*Howard Kelley*	*Superintendent*	*1*	*2 Negotiation*	*Finished reading materials from Supt. and discussed search strategy with Sue*
77			*END OF FISCAL YEAR 1976*		

LEA Name *Regional District 13*

Durham - Middlefield

(62A)

2

ISS skill key:
1. promotion
2. negotiation
3. selecting, transforming resources
4. linkage (information to user) transmission and/or integration
5. catalyst, group dynam
6. supportive activities
7. consultative services
8. needs sensing

Date	Individual served	Position	Hours spent	ISS skill required	Subject, nature of service
7-16-76	Howard Kelley	Superintendent	1	3 Selecting resources	Read journals on innovation, administrative relationships, etc. to begin preparation for 7/28 Board meeting
7-20-76	Howard Kelley	Superintendent	4	7 Consultative services 4 Linkage	Read new search and reviewed district documen developed list of questions to ask Kelley; phoned him
8-11-76	Howard Kelley	Superintendent	1/4	6 Supportive activities	Requested three copies of new search for boar members
8-11-76	Howard Kelley	Superintendent	6	4 Linkage 5 Group dynamics 7 Consultative services 8 Needs sensing	Re-read search, developed presentation for Board meeting; presented search at evening meeting of Board
8-16-76	Howard Kelley	Superintendent	2-1/2	7 Consultative services 4 Linkage	Reviewed and filed Board materials, delivered three searches
10-20-76	Howard Kelley	Superintendent	1	3 Selecting, transforming resources 4 Linkage 8 Needs sensing	CN read 760834 and copied five abstracts and four fiche; update to admin. organiz. search
11-18-76	Howard Kelley	Superintendent	1/4	1 Promotion 8 Needs sensing	CN spoke with him at CAASA Conference

EVALUATION FORM FOR SERVICES PROVIDED BY (63A) CAROLYN NILSON, INFORMATION SERVICE SPECIALIST

Type of request: administrative models

Date evaluation form was sent: 12·17·76

The following questions are designed to take a minimum amount of your time and yet pro the ERC with information essential to evaluate the services. Please check the appropri alternative(s) and return the evaluation form in the enclosed postage-free self-addres envelope at your earliest convenience.

Name: Howard Kelley Position: Supt H Schools

School/Institution: Regional District #13 Date: _____

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?

✓ very helpful ___ helpful ___ somewhat helpful ___ not helpful
___ did not really understand

2. Was the Information Service Specialist's perception of your information need:

✓ right on target ___ adequate ___ lacking due to inexperience
___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?

___ strongly yes ✓ yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you?

___ more fully than I'd expected ✓ adequately ___ partially
___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:

✓ resource person ___ linkage agent ___ catalyst ___ planner
___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?

✓ readily ___ needs more public relations ___ hard to fit into my scheme of things
___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?

✓ yes ___ mostly yes ___ often no ___ no ___ could not determine

D. 8. How would you characterize the Information Service Specialist's style?

✓ open ___ imaginative ✓ helpful ___ abrupt ___ intimidating
___ other (please specify) _____

THE PRODUCT

Appropriateness

9. Was the service or product delivered appropriate to your need?
✓ it was the right kind of information
___ it was the right amount of information
___ too little information to be useful
___ too much useless information

10. Was the quality of information delivered appropriate for this request?
___ excellent quality ✓ good quality ___ poor quality

Dissemination

11. Did having a person associated with delivery of information help get it used?
✓ definitely yes ___ too soon to tell ___ no
___ in retrospect would prefer not to have used the Information Service Specialist

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
___ definitely yes ___ probably ✓ not necessary ___ no

Impact

13. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.
1 ~~just~~ myself 6 administrator(s) 8 board member(s)
___ committee (please specify) _____
___ teacher(s) ___ student(s) ___ no one
___ other (please specify) [illegible] when [illegible] is implemented

14. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
___ yes, will have impact within three months
✓ yes, will have impact within the year
___ yes, will have impact with further adaptation by district personnel
___ it will probably not have an impact on students
___ it was a waste of time

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? [illegible]

16. Do you feel that your system is in a position to consider subscription to ERC? [illegible]

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

Educational Resources Center

(65A) ISS ✓CV RUS ____

a division of
AREA COOPERATIVE EDUCATIONAL SERVICES
800 DIXWELL AVENUE - NEW HAVEN, CONN. 06
Toll Free for Connecticut Residents- 1-800-922-1567
(203) 562-9967

EVALUATION FORM FOR YOUR RECENT LITERATURE SEARCH REQUEST

Search Title: Administrative Organization of Regional School Districts Search No. 770069

Date sent: August 16, 1976 Level 2c

The following questions are designed to take a minimum amount of your time and yet provide the ERC with information essential to evaluate our services. Please check the appropriate alternative(s) and return the evaluation form in the enclosed postage-free self-addressed envelope at your earliest convenience.

Name Mrs. Ethel Heyl Position Board Member

School of Institution Durham Bd of Ed Date ____

1. Have you used ERC services before? ____ Yes ✓ No

2. If not, how did you find out about the services of the ERC?

✓ ERC newsletters and brochure
____ school district in-service
____ ERC clients
____ ERC awareness session
____ word-of-mouth
____ Conn. State Dept. of Education
____ T.V., Public Service Announcement
____ Radio

3. The information sent to you arrived:

____ earlier than expected
✓ in time for your purposes
____ late but still useful
____ too late for your purposes

4. Which among the following features, if any, have made this literature search a preferable source of information over other alternatives:

____ refinement of request through negotiation with ERC personnel
✓ a more exhaustive search of data files made possible by computer
____ other (please specify) ____
____ rapidity of response
____ packaged mail delivery

5. Based on your assessment of AVAILABLE MATERIAL on your information need, do you think your topic was adequately covered by the ERC search package?

✓ more than expected
____ as expected
____ less than expected

6. Your original intent (check most important reason) for the information package was:

- ✓ a management decision concerning an educational issue
- ____ program innovation or modification
- ____ curriculum planning
- ____ additional professional background knowledge about a topic
- ____ background for research paper
- ____ other (please specify) _____

7. To what extent did the ERC information package fulfill your original need?

- ____ more than expected
- ____ as expected
- ✓ less than expected
- ____ not at all

8. How many persons were affected by the information you obtained from ERC?

If possible we would appreciate knowing the number of persons, by role, who have been or are likely to be affected.

- ____ just myself
- ____ number of teachers
- ____ number of principals
- ____ number of students
- ____ number of supervisors
- ____ number of parents
- ____ don't know
- ✓ other (specify) New Board Members

9. What suggestions and criticisms can you offer about the services provided by the ERC

The material was studied in great depth but felt it did not pertain to our because of acreage. Small districts involved in depth were few quantum in size than we were.

10. FOR LEVEL II -- SEARCH-IN-DEPTH INFORMATION SEARCHES ONLY

a. What part of the information package did you consider most valuable?

- ✓ abstracts
- ____ documents
- ____ fiche

b. Would you rate the copies of documents sent to you as:

- ✓ too technical
- ____ technical, but useful
- ____ well balanced between technical and non-technical
- ____ non technical, but useful
- ____ too non-technical

APPENDIX B

TO

ADMINISTRATOR-CLIENT
CASE STUDY

press release

District 13 Receives First Report

Education Board Embarks on Study

The Regional District 13 embarked on its study of the administrative structure within the District last night, when it heard the first of what may be a series of reports from Ms Carolyn Nilson, an information service specialist from the Educational Resources Center, a branch of the Area Cooperative Educational Services in New Haven.

Through District 13 membership in ACES, Ms Nilson's services have been made available to the District at no cost since her position is federally funded.

With prior information provided her by Superintendent of Schools Howard Kelley pertaining to the present administrative structure, Ms Nilson presented the Board with a lengthy volume of "Administrative Models for Regional School District 13." The information had been culled, she said, from computer access to 35 national data files, from more than 250 professional journals, and from current scholarly articles on the subject.

In addition to the computer output, Ms Nilson explained, the Educational Resources Center has "readers," librarians who hold master's degrees, who spend their days researching journals and articles for information pertaining to the subject under research at the time.

She suggested that the Board, after its study of the document, would be able to determine the manner in which it wishes to conduct the study, that perhaps they would deal with defining the role for leadership, supervisory of instructional; perhaps too, they would consider the "organizational health" of the structure and whether any one person is overburdened. She suggested that perhaps they would grapple with the question of whether the present organization is the most efficient for task solving.

Admitting that District 13 has "unique constraints" with enrollments in Durham and Middlefield changing, and the lack of social agencies she said that in the final analysis the Board would have to decide if the District does need to restructure administratively or what it must do to live within it present structure.

Educational Resources Center will continue to provide additional written materials to District 13 as requested, and will, upon request, provide consultant services in the person of Ms Nilson to work with the Board on the study.

The determination to study the administrative structure came out of budgetary considerations, when the Board voted to appoint Ms. Barbara DeNicola, Director of Pupil Personnel to the Elementary principalship of Center and Chestnut Hill Schools in Middlefield for one year, on a strictly interim basis.

Board members have set December 1 as their target date when they expect to be able to make recommendations for administrative restructuring or to remain with the present structure. At the present time the District employs a superintendent, an assistant principal, one middle schools principal for two middle schools, one elementary principal, for two schools in Durham, and one elementary principal for two schools in Middlefield.

In a status of accounts to the Board last night, Kelley told the Board that two accounts always fall in the "unknown" realm, the salary account and the tuition account. He said that the salary account is, at the present time, in a minus $1,158 figure of the total amount allocated for salaries. This will be made up, he said, by the hiring of a social worker to replace one who resigned this month and who was higher on the salary scale than the person to be hired. The tuition account, he said, is, at the present time, showing a balance of $12,377, but quickly added that any additional special educational placements could wipe that out quickly.

The superintendent requested that he be authorized to hire one-half additional learning disabilities teacher to accommodate students at Strong School who have been identified as having learning disabilities problems. This person, he said, would eliminate the problem of having to make additional outside placements which would be far more costly to the District. The Board gave unanimous approval to his request with the understanding that the funding for the position would come from the special education account.

Kelley told the Board that Dr. Edith Shapiro who had served the District as school psychologist during the past school year had left the area. On his recommendation the Board voted to engage a clinical psychologist for 80 days during the school year and to hire Mrs. Ruth Ann Davis to serve as school psychologist, also for 80 days or approximately two days per week.

Mrs. Davis has worked in the District as a teacher of

(Continued on Page 14)

District 13

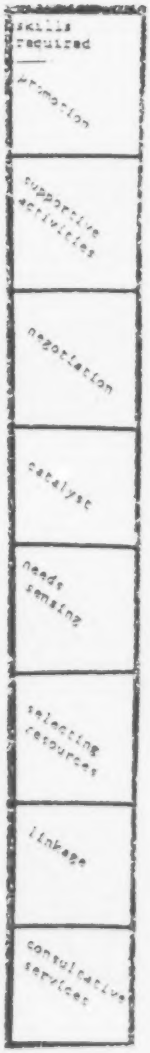
(Continued from Page 13)

the emotionally and mentally retarded children. She has completed her requirements to work as a school psychologist, and may serve her internship as she works in District 13 in her new capacity. Mrs. Davis's former position will be filled by Mrs. Gail Chandler, who worked with her in the previous year.

The superintendent and Board members expressed their confidence in Mrs. Davis, citing her knowledge of the children of the District and her excellent performance in the past.

APPENDIX

8 ISS SKILLS MOST CLOSELY COORDINATED
WITH ITEMS ON CLIENT EVALUATION FORM

	ISS	CLIENT
	1	12
	6	6
	2	1
	5	7,8
	8	2
	3	3,9,10
	4	11,5
	7	4

2.20

EVALUATION FORM FOR SERVICES PROVIDED BY MRS. CAROLYN NILSON, INFORMATION SERVICE SPECIALIST

Type of request: workshops on attitudes

Date evaluation form was sent: 12-15-76

The following questions are designed to take a minimum amount of your time and yet provi the ERC with information essential to evaluate the services. Please check the appropria alternative(s) and return the evaluation form in the enclosed postage-free self-addressed envelope at your earliest convenience.

Name: Mike Martin Position: School Psychologist

School/Institution: Emily Senior High Date: 1/3/77

I. THE GOAL: INFORMATION SERVICES EXIST TO HELP SCHOOLS IMPROVE OPPORTUNITIES FOR STUDENTS TO LEARN THROUGH THE USE OF WELL-TESTED RESEARCH AND DEVELOPMENT OUTCOMES AND PRODUCTS.

II. THE PERSON

A. Assessment

1. Did the Information Service Specialist help focus your problem?
   - X very helpful ___ helpful ___ somewhat helpful ___ not helpful
   - ___ did not really understand

(71)

2. Was the Information Service Specialist's perception of your information need:
   - X right on target ___ adequate ___ lacking due to inexperience
   - ___ lacking due to insufficient information about me/my school ___ inadequate

B. Transformation

3. Do you feel the Information Service Specialist acted as your advocate at the information source?
   - ___ strongly yes X yes ___ probably ___ possibly not ___ no

4. Did the Information Service Specialist interpret the research for you? N/A
   - ___ more fully than I'd expected ___ adequately ___ partially
   - ___ no ___ not clear

C. Facilitation

5. Do you see the Information Service Specialist as a:
   - X resource person X linkage agent X catalyst ___ planner
   - ___ other role (please specify) _____

6. Did the Information Service Specialist make herself accessible to you?
   - X readily ___ needs more public relations ___ hard to fit into my scheme of things
   - ___ she needs to spend more time with me

7. Did the Information Service Specialist maintain a non-threatening posture in your district?
   - X yes ___ mostly yes ___ often no ___ no ___ could not determine

D. 8. How would you characterize the Information Service Specialist's style?
   - X open X imaginative X helpful ___ abrupt ___ intimidating
   - ___ other (please specify) _____

III. THE PRODUCT

E. Appropriateness

9. Was the service or product delivered appropriate to your need?
   - X it was the right kind of information
   - ___ it was the right amount of information
   - ___ too little information to be useful
   - ___ too much useless information

10. Was the quality of information delivered appropriate for this request? N/A
    - ___ excellent quality ___ good quality ___ poor quality

F. Dissemination

11. Did having a person associated with delivery of information help get it used?
    - X definitely yes ___ too soon to tell ___ no
    - ___ in retrospect would prefer not to have used the Information Service Specialis

12. Would more printed materials about the services of the Information Service Specialist increase the demand for services in your district?
    - ___ definitely yes X probably ___ not necessary ___ no

G. Impact

13. Who was affected by the information service you received? Please indicate approximate number for each category. Please give this question an extra measure of thoughtful consideration.
    - X just myself X administrator(s) ___ board member(s)
    - ___ committee (please specify) _____
    - X teacher(s) ___ student(s) ___ no one
    - ___ other (please specify) _____

14. Is the information service delivered by the Information Service Specialist in a state now to have an effect on students?
    - ___ yes, will have impact within three months
    - ___ yes, will have impact within the year
    - ___ yes, will have impact with further adaptation by district personnel
    - ___ it will probably not have an impact on students
    - ___ it was a waste of time

15. What suggestions and criticisms can you offer about the services provided by the Educational Resources Center? _____

16. Do you feel that your system is in a position to consider subscription to ERC?

THANK YOU VERY MUCH FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF THE EDUCATIONAL RESOURCES CENTER.

APPENDIX C

NIE CAPACITY-BUILDING FIELD AGENT PROJECT 1976-77

LEA Name Regional District #5 - Amity

ISS skill key:
1. promotion
2. negotiation
3. selecting, transforming resources
4. linkage (information to user) transmission and/or integration
5. catalyst, group dynamics
6. supportive activities
7. consultative services
8. needs sensing

Date	Individual Served	Position	Hours spent	ISS skill required	Subject, nature of service
6-17-76	Doug Smith Mike Martin	Superintendent Psychologist	6	3 Selecting and Transforming Resources 4 Linkage 5 Catalyst 8 Needs Sensing	CN reviewed old searches on attitudes, pulled 10 searches, xeroxed appropriate materials, delivered and discussed them.
6-18-76	Lee Duff	Assistant Superintendent	2	4 Linkage	CN delivered and discussed new search and human resource information on adult and community education.
6-21-76	Doug Smith	Superintendent	2	2 Negotiation 7 Consultative Servcs. 8 Needs Sensing	CN suggested my involvement with Martin, Foley, Fitzpatrick in planning for workshops dealing with attitudes.
6-22-76	Lee Duff	Asst. Supt.	1½	3 Selecting Resources 4 Linkage	CN suggested career Analysis Title III projects; delivered MAECOM materials in time for his meeting.
			END OF FISCAL YEAR 1976		
F.Y.1977					
7-6-76	Doug Smith	Superintendent	20	3 Selecting and Transforming Resources 7 Consultative Servcs.	CN read 4 books (Fagun, Toffler, Leonard, Toffler) and Kettering report on change and secondary education; read journals, reviewed NDN projects; began packaging presentation, developed draft of proposal for workshops.
7-8-76	Cary Hohl	Parent	1½	3 Selecting Resources 4 Linkage	CN sent materials on financial aid for his daughter; suggested he come here to look at career education references. GIS, and Foundation Directory sent names of State Department people, including Rehabiliation.
7-12-76	Carl Hohl	Parent	½	4 Linkage	CN phoned him with Sandagata's phone number, suggested he call for GIS session.

Educational Resources Center

a division of
AREA COOPERATIVE EDUCATIONAL SERVICES
300 DIXWELL AVENUE · NEW HAVEN, CONN. 06511
Toll Free for Connecticut Residents: 1-800-922-1567
(203) 562-9967

December 14, 1976

As you know, the National Institute of Education project being coordinated by the Educational Resources Center (ERC), under which ACES launched the position of Information Service Specialist, is a new idea in the applied research field and one which requires evaluation at various points along its developmental route. I suspect that we've been of service to you in these first months of existence, and therefore, I take this opportunity to elicit your frank and thoughtful comments which would be very useful to us in our planning for continuation and refinement of the scope, dimension, and role of the Information Service Specialist.

According to our records, Mrs. Carolyn Nilson, Information Service Specialist based at the Educational Resources Center (ERC), has had ____ occasions and expended ____ hours during which an information service was provided to you. Enclosed please find a ____ copy of her activity log to refresh your recollections of the service(s) rendered.

Attached is a brief evaluation form which I would appreciate your completing and returning to us at your earliest convenience. In addition, your thoughts and comments will be very much appreciated concerning both the product and process aspects of the service rendered as they affected a solution to your information need and/or as they had an impact on your district. A separate page has been attached for the convenience of sharing these comments. Please feel free to add additional pages should you so desire.

Some areas you might want to consider in your comments are:

-quality of information delivered;
-relationships of district personnel to Information Service Specialist;
-degree you felt your special problems were being addressed and worked on by the Information Service Specialist;
-evidence of movement within the district that is directly attributable to the intervention/interaction of the Information Service Specialist;
-projections or estimates of dollar savings because of the information service rendered (e.g., your administrative, teaching staff, clerical, other time to dollar savings). Note: VERY IMPORTANT DATA FOR ERC EVALUATION NEEDS; and
-impact on students. Note: MOST CRITICAL TO OUR EVALUATION NEEDS.

Any attention you may direct to this appeal will, of course, be greatly appreciated.

Sincerely yours,

Harry W. Osgood, Director
Educational Resources Center

APPENDIX C